

Peer Review: Praise/Question/Suggestion/Response

Expectations What is it you hope to gain from peer review today?
Suggestions on things to add or change

Plans What practices might help you/your classmates attain those expectations?
Giving comments about what they think

Procedure For this peer review, groups of three will follow these steps:
 1. Author: sets expectations; reads/explains CLUE aloud
 2. Peers: write comments using rubric; share *praise/questions*
 3. Author: asks *questions/responds* to peer comments
 4. Peers: make *suggestions/respond* to author questions

Have you received comments about...?	Member1 <input checked="" type="checkbox"/>	Member2 <input checked="" type="checkbox"/>	Summarize those comments for yourself below
Thorough, specific use of details?	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	- Helped w/ word choice, detail placement and suggestions
Organization of evidence?	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	- Help on parenthetical citations
Genre conventions Problem Background Method Findings Conclusion	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	All were included
Techniques discussed in class? 3 INs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	3 in's used twice Background + Findings

Reflection Now that you've received some comments, how will you address them when you revise your work?

*I will look at the word choice, detail placement
 fix the parenthetical citations and the suggestions given.*

Evaluation Were your expectations met today? Why or why not?

yes

Please fill out this chart for yourself to hand in with your final draft.

Criterion	Did you fulfill it? Explain how, and give an example.	
Arranged relevant details clearly to accomplish the purpose(s)?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/> Example: Organized the studies & their results and had the claims from my findings in the solution
Used details thoroughly and specifically?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/> Example: explained the studies I used and explained my own interviews and how they confirm the studies
Style and grammar match the models we read in class? (Problem, Background, Method, Findings, Conclusion)	Yes <input type="checkbox"/>	No <input type="checkbox"/> Example: used Problem Background Findings and Conclusion sections
Used the composing practices we discussed in class? (3 INs: Introduce, INsert, INterpret)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/> Example: used the 3 in's in the background and the findings
Implemented the feedback received from Dr. Sherry and my peers?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>

After revising your draft, please fill out the rubric below for your CLUE project:

Criterion/Grade	4.0	3.0	2.0	1.0
Organization: arranges relevant details clearly to accomplish purpose(s)		X		
Content : uses details thoroughly and specifically to make point(s)		X		
Conventions: style and grammar match the models read in class	X			
Technique: uses composing practices discussed in class	X			

A 4.0 is... Relevant details selected and clearly arranged to make point(s)
Details used thoroughly and specifically to make point(s)
Style/grammar of genre(s) examined in class used appropriately for author's own purposes
Composing techniques discussed in class are used appropriately for author's own purposes

A 3.0 is... Relevant details selected and arranged to make points
Details used thoroughly or specifically to make point(s)
Style/grammar of the genre(s) examined in class are used appropriately but mechanically
Composing techniques discussed in class are used appropriately but mechanically

A 2.0 is... Details arranged to make point(s)
Details used to make point(s)
Style/grammar of the genre(s) examined in class are attempted but not always appropriate
Composing techniques discussed in class are attempted but not always appropriate

A 1.0 is... Details do not seem relevant; arrangement unclear
Lacks details; does not make point(s)
Style/grammar of the genre(s) examined in class are not used
Composing techniques discussed in class are not used